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# 1979 Vol. 27 No. 9

Cleveland-Marshall College of Law

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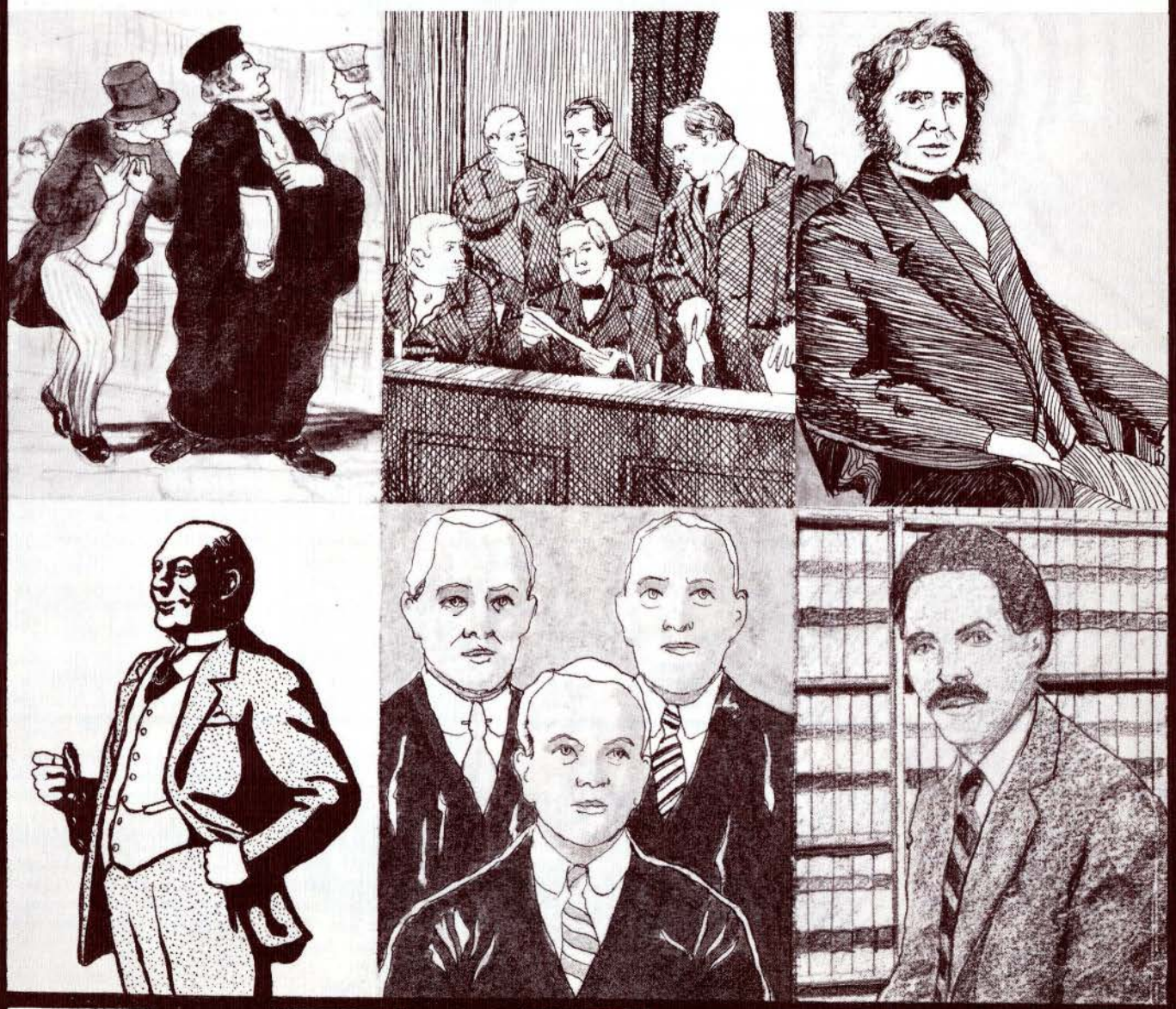
June 1, 1979

# THE GAVEL

Cleveland-Marshall College of Law

# LCOP: Opening up the Legal Profession



# Weekend Politics: Part of the Job?

## Students surprised at City Interviews

By Lee Andrews

Law students applying for a job #307 in the Placement Department's job book were asked a question they hadn't anticipated — whether they would be willing to "politic" on the weekends.

Attorney Lou Bonacci of the City of Cleveland's Consumer Affairs Department confirmed that he asked students —during the course of the interview — if they would be willing to volunteer to campaign for the Kucinich Administration on Saturdays after they had worked for the City during the week.

Mr. Bonacci emphasized, however, that the students were told that their answer to that question would have no effect on their chances for employment with the City. He said that the question has been asked as a part of standard procedure for the past seven years.

One *Gavel* source described the Consumer Affairs Department as Mayor Dennis J. Kucinich's "favorite program."

A law student who interviewed at the Consumer Affairs stated that he was asked the question about volunteering only after he was assured by Mr. Bonacci that his answer would not affect his job prospects. He added that another student who interviewed that day had the same experience.

A third law student maintains, however, that he received no assurances that a negative answer would not affect his job prospects. The student also said that he was asked by another interviewer about who he voted for in the last Presidential election. "I didn't appreciate that question, but it could have been an innocent way of starting a conversation." The student was not so quick to dismiss the inquiry about performing political work. "There's no way a question like that belongs in an interview," he said.


Bonacci was asked, "Might not students who said 'yes', feel that they had made a committment to work, and thus feel obligated, once they got their jobs to volunteer?" The attorney denied the possibility of influence, saying, "the question was asked in a straightforward manner without any baloney."

*continued on page 5*

# The Year In Review

This issue of *The Gavel* brings our publishing year to a close.

It's been a productive year.

We were able to broaden our format to include coverage of news outside the law school—the movement to reinstitute the Death Penalty, the proposed sale of the municipal light plant, juvenile justice reform, and in this issue—proposed deregulation of the broadcast industry.

We maintained adequate coverage of school news, running stories on the S.B.A., the placement program, the legal clinic, the LCOP program, and curriculum reform. Throughout the year we interviewed a number of members of the faculty, and as you may have noticed, we called upon the Dean at least every other issue.

We also did our part to find out what you thought—through our now controversial student survey.

We broached some important issues; the quality of law school teaching, late grades, student demands for more midterm examinations in the first year, written comments for blue books, and a syllabus in every class, and faculty grading policies.

One of the functions of a newspaper is to create a record on important issues, a record that can be reviewed in the future when the same issues arise. We are confident that this year's coverage will lead to progress for students next year.

The quality of writing in *The Gavel* improved. Special recognition in that area should go to Ken Callahan, Mike O'Malley and Bruce Walis . The most marked improvement, however, was the paper's slick professional look. The art work of Marty Nadorlik and Tom Johnson, the photography of Nadorlik, David Douglass and Lee Kravitz and the typesetting of Rose Schurigyn and John Maslanka made *The Gavel* a very readible publication. As a result, more than a few copies reached the alumni downtown.

We really can't say that working on *The Gavel* is great resume fodder. And judging from our staff averages, there is no correlation between participation on *The Gavel* and a high g.p.a. But working on *The Gavel* is a chance to provide a valuable service to the Cleveland-Marshall community, as well as a chance to use your creativity and enjoy some success in a rather somber environment.

We hope many of you will consider joining next year's staff.

Good luck on exams.

*L.W.A. , K.E.R. , L.G.S.*

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# Panel Disagrees Over Course Election

By Mike O'Malley

Scheduling courses every quarter can often be a difficult chore for second and third year law students. Selecting courses a student really desires to take while at the same time taking the courses recommended for the Bar exam often results in a perplexing situation. On Thurs. April 26th, a panel discussion was held in the Moot Court room to offer advice on how to deal with these and other related problems.

The panel members were assistant Dean Janice Toran, Professors Browne and Lazarus, Attorneys Elizabeth Dreyfuss and Wilton Sogg, and Marcella Thompson and Chuck Bittanbender, of Moot Court and Law Review, respectively.

The discussion centered on who the student should turn to for advice in selecting courses. Some suggestions made by the panelists were course evaluations, approaching teaching assistants assigned to first year small group sections, and advice from fellow students. Bittenbender warned that students should be careful in asking other students advice in selecting a course, "they may have a bone to pick," he said. Browne felt it to be unwise to go to another student for advice as to a particular course, but once the course is selected, the advice of other students should be sought as to choice of faculty. As Browne stated, the student should get a "consumer's viewpoint."

The discussion next turned to what courses should be selected in the second and third year. Sogg startled some of the audience by remarking that only two courses are needed for the Bar — Constitutional Law and Tax. He said "the Bar exam is outmoded, just short of a joke." Sogg stated that the bar exam bears little resemblance to what is taught in recommended Bar courses, and thus he felt that preparing for the bar should be the "last criteria" in course selection.

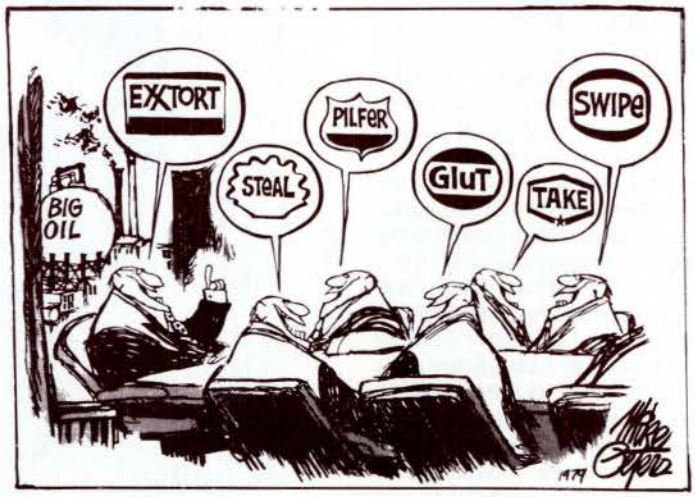
While Professor Lazurus seemed to agree with Sogg, Browne differed quite strongly. "If you don't intend to practice law then the bar exam is a joke. If you intend to practice law, you better do everything possible to help yourself." Unless a students wants to gamble on three years of hard work, Brown said the recommended bar courses should be taken.

**Curriculum Panel: left to right Steve Lazarus, Pat Browne, Marcella Thompson, Janice Toran, Liz Dreyfuss, Wilton Sogg and Charles Bittenbender.**

Elizabeth Dreyfuss added that "the bar is very business oriented, and a lot important areas, where job possibilities lie, are not covered." This fact, she feels, should be considered when selecting courses.

Sogg remarked that enjoyment and success are interrelated, and therefore "course selection should be tapered to where you want to work." He espoused the need for a set of goals and objectives.

Practical experience was the next topic discussed. The panel was unanimous in expressing the importance of experience. Browne stated a student should get a law related job as soon as possible, and work at it until graduation. He said "it makes you appreciate the courses more." Dreyfuss noted that almost all fields are law related, and therefore a student should think in broad terms, not limiting him or herself to a law firm for experience. Prof. Lazurus added that a student can "bridge the gap" between theoretical and practical experience by taking the Clinic program. He remarked that by working on real cases in a real clinic situation, a student sees everything from a different point of view.




Several other items of advice were then thrown out by the panel. Dean Toran said that students should keep prerequisites in mind when selecting courses. Prof. Browne advised that by the end of third year, a student should take one more course than needed, as "insurance in the bank" in case a course is flunked. Browne also counseled students to keep all drop-add receipts, and to correctly count their credits, to avoid problems and assure graduation.

Thompson and Bittenbender then talked of Moot Court and Law Review, as tools for the improvement of writing and oral advocacy. Sogg concurred and remarked that "the quality of writing in the profession is abysmally low. Anything you can do to improve your quality of writing is a significant plus."

At this point, the discussion came to a abrupt halt. While it seemed worthy to note how Moot Court and Law Review can improve some valuable skills, the last 25 minutes of the hour long "discussion" were spent by a detailed and exhaustive speech on Moot Court and Law Review. Thompson and Bittenbender detailed the formalities and qualifications needed to become members of Moot Court and Law Review. Many students seemed bored or uninterested, and many got up and left the room. One can speculate that they left because it was information they already knew or hadn't come to the discussion to find out about.

The discussion was interesting and informative. The panelists were all very opinionated, and some interesting ideas were exchanged. At the least, the panel discussion was beneficial in that it offered a few new or different insights into course selection. A video tape of the discussion is available for student use in the Law Library.

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# LCOP: CM's Affirmative Action Program

**By Shirley Champa**

*Editors Note: Since 1970, Cleveland-Marshall has opened up its admissions process to students who would never have had the opportunity to become attorneys if traditional admissions indicators (LSAT scores and grade point averages) were allowed to dominate the selection process. The Gavel asked Shirley Champa to learn about the goals of the Legal Career Opportunities Program (LCOP), its effectiveness over the years, and about changes made in the program since the Bakke Decision. Here is her report.*

Last summer the Supreme Court's decision in the case of *Regents of the University of California* v. *Bakke*, sent admissions officers throughout the land scurrying to evaluate whether their affirmative action programs met the standards set down by the Court. The pivotal opinion written by Justice Powell stressed that formal minority admission quotas were prohibited but race still could be employed as a "factor" in the admission process.

At Cleveland-Marshall, changes were made in the school's Legal Career Opportunities Program (LCOP) for the 1978-79 year but the only change directly attributable to *Bakke* seems to be in the stated purpose of the program.

"When the program began in 1970, "said Assistant Dean of Admissions Janice Toran in a recent interview, "the goal was toward diversifying the profession, now the goal has shifted toward development of a diverse student body."

This purpose seems to be consistent with Justice Powell's decision which stated that while the purpose of "countering societal discrimination," and "reducing the historic deficit of traditionally disfavored minorities in medical schools and the medical profession," was invalid, attaining a diverse student body was permissible.

Prof. Robert J. Willey, faculty LCOP chairman stated in an interview that certain language expressing the explicit goal of increased minority population in the school has been deleted from the admissions standards because of the possibility that "goal" may be construed as "quota" and "minority" as "race", thus invalidating the program's purpose. Toran stated that changes in the program would have been made notwithstanding the *Bakke* decision. "We want to treat all applications fairly," she said.

LCOP was begun in 1970 to provide an admission based on criteria besides the traditional index combining College Grade Point Average (G.P.A.) and Law School Admission Test (LSAT) scores.

According to Willey, the program was originally set up specifically as a means of entry for minority students. "It soon became apparent that it was unfair to devise the program only for minorities," he said. "This became particularly clear after the *Defunis* decision in 1974—it was felt that Douglas' objections might some day become the rule of law." Justice Douglas in his dissent in that case argued that no applicant should be accorded preference solely on the basis of race.

The LCOP committee, reworked the program so that any student might be able to seek admission through the program. The factors entering into the admissions process were greatly expanded. Willey stressed that everyone admitted is qualified but consideration is given to special problems.

Willey noted it was particularly necessary to expand the program to those who had grown up in ethnic homes where only a foreign language was spoken. These students' grades and scores on standardized tests often suffer due to deficient skills in writing and language, said Willey.

Other factors which are considered, according to Toran, include extraordinary performance on either the LSAT or in G.P.A. achievements after college, graduate work, employment and family responsibilities (particularly women who have been out of academic life while rearing a family).

Consideration is given to students who have been out of school for a number of years who may find themselves a victim of "grade inflation." "A 2.7 years ago may have been good enough to put a student in the top 10 per cent of the class," stated Willey. In many colleges nowadays much higher grades are given out more frequently. These students, according to Willey, are "victims of the system" and "are not disabled in any sense and can compete on an equal footing with other students." Often, he noted, older students end up first or second in their law school class.

These students often never know whether they were admitted through the LCOP admissions process. For those who enter because of economic and educational disadvantages—most often minorities or those students who were brought up in foreign-speaking homes—some extra help is warranted.

"Those students who went to inner-city schools-while just as intelligent—just do not have the writing and language skills of the students who went to fine suburban schools," explained Willey. He noted it has been estimated many of these students are approximately three years behind their suburban counterparts in these skills by the time they reach high school.

The students who need extra help participate in a program the summer before they enter law school. The program was implemented to help students with legal analysis and writing and to "alert the students to how much work they really need to do in law school," noted Willey.

During the first five or six years of the program, minority students were also aided by upperclassmen who were interested in seeing the first-year students succeed. "There was a greater esprit de corps in those early years due to the strong opposition by some to the program," Willey said. There was a desire to show opponents that the program could succeed.

In fact, there were three years, according to Willey, in which the attrition rate for LCOP students was lower than that for those who had been regularly admitted. "The explanation for that phenomenon is that these students are often highly motivated and willing to work hard which is the real key to getting through law school," he said.

In recent years, the attrition rate for LCOP students has been much higher. The 1977-78 school year, in particular, showed an extremely high

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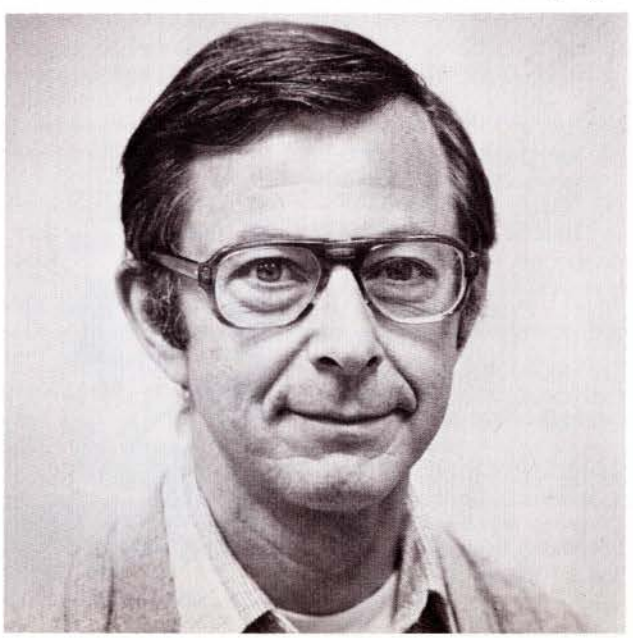


**Professor Willey**

*continued from page 4*

attrition rate. As a reaction to this, two upperclassmen were hired at the beginning of the 1978-79 school year to help "monitor" the LCOP students. According to Willey the monitoring system was a move to "institutionalize what had previously been an informal function."

Joyce Sandy who was a monitor during the fall and winter quarters, described the program as a "support system," which involves review of briefing techniques, practice exams and writing critiques.

While Sandy stated that this type of a "support system" is helpful, she noted some problems. "There are a large number of students participating," said Sandy, "but there is a problem because the program is voluntary." She noted that some students resist the idea of study-group education and some students believe they do not need the extra help.

Earlier this year, Willey made the comment that he felt some of the students were not participating enough in the extra help sessions. "Many minority students," he noted, "condemned me for that statement." They claimed that they were already putting in more hours than the average first-year student. "I realize it is an added burden," he stated, "and sometimes the work load seems almost impossible, but I believe the monitoring is valid and provides a valuable means of improving analysis and writing skills."

Both Prof. Willey and Ms. Sandy feel there is room for improvement in the program. Sandy noted that there needs to be greater "education" of the faculty and students that LCOP students are not somehow inferior. She also stated that there should be a greater awareness that, "All blacks are not LCOP students and all LCOP students are not black." In addition, she stated recruitment of minorities has not been active enough.

In regard to recruiting minorities-particularly those out of the Cleveland area—Willey stated that there is no money for this type of program. While some limited recruitment has been undertaken in the past, Willey doesn't think it has been very effective. In particular, he noted, due to a decline in applications—including those of minority students — older more established schools are more actively recruiting students. The school with excellent reputations and attractive financial aid packages can more easily lure students to their schools.

Both Willey and Sandy agree that the monitoring function is valid and that the students should participate fully. Willey stated that he hopes the monitoring program will help the attrition rate fall to the low levels of the early years.

While the success of the monitoring program is unclear at this point, what is clear is Cleveland-Marshall's continued comittment to the affirmative action LCOP program.

• • •

# Letter

**Editor:**

This past summer I had the good fortune of taking Wills and Trusts from Professor Earl Curry. Attendance at the class ran close to 100%, virtually everyone participated, and it was apparent that the students in the class were prepared on a daily basis. The course was extremely well taught, the exam fair, and the grades quite high (higher than the grading guidelines would have allowed).

It was thus interesting to read the April issue of *The Gavel* and its description of "D" Day. I was particularly struck by Mr. LaTourette's letter. I suppose it is possible that Professor Curry decided in September to institute "his own version of the Bataan Death March" but it would appear to me to be far more reasonable to conclude that the character of the Wills and Trusts class of the past two quarters was simply different from that of the summer and that the student performance on the exam reflected that difference. To complain that "Professors (are being allowed) to run unchecked among students" may be emotionally satisfying but it is essentially an intellectually dishonest response.

*Peter D. Miller, '78*

**Students pitch pennies for Wills and Trusts grades.**

## Interviews

*continued from page 2*

Alumnus Mary Ann Rini also reports that the subject of political work came up in her interview for a full time position in Consumer Affairs last winter. She claims, however, that she was "told" by Consumer Affairs Director Herman Kammerman that if she got the job she'd have to work on the campaigns for the city income tax levy and against the sale of the Municipal Light Plant.

When Kammerman was contacted he said: "To tell you the truth, I don't remember Mary Ann Rini." Kammerman says he asks people all the time whether they wish to volunteer for campaigns but he said that a person's willingness to volunteeris not a criteria of employment.

Kammerman said, "There are a lot of students who work here, and they have never been required to work on campaigns. But they are required to do a good job."

Kammerman says he is interested in trying to find out what people are all about in job interviews. "We want people who will be consumer advocates and who read the newspapers and are aware of conditions." He was told students being asked about who they voted for in the presidential election. He laughed and said, "there is a little impropriety to that."

Students currently working at Consumer Affairs say that they have never been asked to do political work during their job interviews or during their time of employment.

Consumer Affairs is not the only City department where the subject of political work has been broached. A worker in another department reports being asked by the Assistant Commissioner to work on the recall campaign. The worker said, "nobody made me do anything. But when you're new they'd get your committment then they'd hold it over your heads."

The worker said the supervisor gave her this rationale, "You'd be working for your job, our jobs are at stake."

This worker talked about being asked to buy tickets for the party to raise money for the campaign against the Muny Light sale. "I didn't buy any, but all the supervisors did."

Section 140 of the City Charter, entitled "Tenure Political Activity prohibited, states in part:

"...No person in the service of the City shall use his official authority to influence or coerce the political action of any person or body, or interfere with any nomination or electionto public office.

Section 141 entitled "Violations and Penalties" states in part that a person who willfully or through culpable negligence violates any of of the Civil Service provisions of the Charter shall be fined $50 to $1000 and/or imprisoned for six months. If he is a city worker he will immediately forfeit his office or employment with the City.

# Broadcast — HR.3333: Death Knell For The FCC?

**By Lawrence Sheehe**

If you have never heard of H.R.3333 - the "Communications Act of 1979" — you're not alone.

It is not a piece of legislation which the radio and television networks in this nation are eager to have you learn about.

When one considers the nature of the networks' business and the title of the bill, this would seem to be a curious irony, if not an inherently suspect scheme.

When one learns of the intent and impact of the legislation, all ironies and suspicions are clarified and confirmed.

H.R. 3333 would turn the Communications Act of 1934 on its head. It would relieve the networks of any duties to the listening and viewing public, and it would allow a privileged few to control the airwaves in perpetuity.

* * *

H.R.3333 is the creation of Congressman Lionel Van Deerlin (D-Calif.), Chairman of the Subcommittee on Communications of the House Committee on Interstate and Foreign Commerce.

It is one of three bills that have been introduced in the Houses of Congress this year which would substantially amend the Communications Act of 1934.

In the Senate, Senator Hollings (D-S.C.), Chairman of the Subcommittee on Communications, has proposed S.611 - the "Communications Act Amendments of 1979." Almost concurrently, Senator Goldwater (R.-Ariz.) introduced S.662 - the "Telecommunications Communication and Deregulation Act of 1979."

It is Van Deerlin's bill, however, which has the greatest potential for alarm and destruction.

H.R. 3333 is a revision of H.R.13015 - the "Communications Act of 1978" — which was submitted by Van Deerlin last year.

* * *

In enacting the Communications Act of 1934, Congress intended that the Federal Communications Commission (FCC) be empowered to control radio and television *in the public interest* (emphasis supplied).

It was the intent of that Congress that the broadcast industry be run by individual private enterprises, not by monopolies.

It is recognized that broadcasters are profit-oriented, but the FCC — empowered by Congress — demands that public interest programs be aired as well as the more profitable network transmissions.

H.R. 3333 would discard the public interest standard in favor of the marketplace forces: competition, supply & demand, etc.

The powerful communication's lobby has been pushing hard for passage of this bill. It is all too aware that "what Congress gives, Congress can take away."

* * *

And just what would Congress take away if it were to approve of H.R.3333 in its present form?

Just about every "public interest" protection which developed under the Communications Act of 1934 — that's what.

The Fairness Doctrine — which permits and allots air time for the presentation of conflicting views — would be specifically done away with.

The requirement that a broadcaster must ascertain community needs would be stricken.

The Personal Attack rule — which requires that if a person has been attacked over the air, a script of the offending broadcast must be made available to him and air-time must be alloted to him (at the station's expense) to respond — would be null and void.

The FCC would be forbidden from enforcing Equal Employment Opportunity (EEO) regulations.

There would be no requirement that public service announcements (heart association, United Way, seat belts, etc.) be made.

Obscenity standards — which had been within the province of the local communities — would, in effect, be determined by broadcasters.

Radio licenses would become indefinite and irrevocable. Television licenses would be granted twice for five year periods and would then be held in perpetuity. This would freeze existing ownership, whereas now a broadcaster's license must be renewed every three years.

This is why you have heard nothing about this bill on radio or on television.

* * *

Professor Ann Aldrich is the resident Mass Communications' Law authority at Cleveland Marshall (CM). She views H.R. 3333 as a clear and present danger.

"A year ago, no one thought it (H.R.3333) would see the light of day," said Aldrich. "Now it has been introduced in stronger form.

——The bill is dangerously close to getting out of the subcommittee and being given to the full House."

Aldrich cites all the dangers noted above and notes that yet another consequence to follow from the passage of this bill would be the deregulation of common carriers of communication services — the bill would release American Telephone and Telegraph Co., (ATT) from FCC regulation as well.

(The common carrier section of the bill is more properly the subject of a separate story however.)

Aldrich is trying to alert the public of a danger it has not yet sensed. "Part of the problem is that the public doesn't realize that it has any rights at all regarding communications," said Aldrich. "They do have standing to challenge, though."

A major stumbling block, though, as Aldrich notes, is that "the field is extremely centralized. The entire Communications' Bar sits in Washington D.C. You can't sit in the hinterlands and challenge these people successfully."

* * *

Finally, it should be noted also that if this proposed legislation becomes law, there will be no requirement that radio and television carry news programming; nor will they be restricted as to the number of minutes per hour in which they may program advertising.

In his final role — as a television newsman in the movie "Network" — the late actor, Peter Finch immortalized the words, "I'm mad as hell, and I'm not going to take it any more."

Under H.R.3333, you will have no choice but to take anything which the broadcasters choose to give you.

**Prof. Ann Aldrich**

# Sonenfield in Retirement: "I Have No Enemies"

By Gail Gianasi Natale

The measure of a good teacher is whether he can teach, says retired C-M Professor Sam Sonenfield, the feisty and often controversial self-proclaimed "old curmudgeon" who retired a little more than a year ago.

"A law teacher must love his subject and communicate with his students," Sonenfield said. "It's not whether he can write or whether he performs *pro bono publico* work that is a measure of a good teacher."

Sonenfield wants his friends to know that he is alive and well and living in Lakewood.

Sonenfield chose to retire at the end of the 1977-78 fall quarter in a move that he describes as "principle, not expediency." He admits that he left because he was dissatisfied with his salary, especially when he found that two faculty members who had less experience had been getting larger raises and higher salaries.

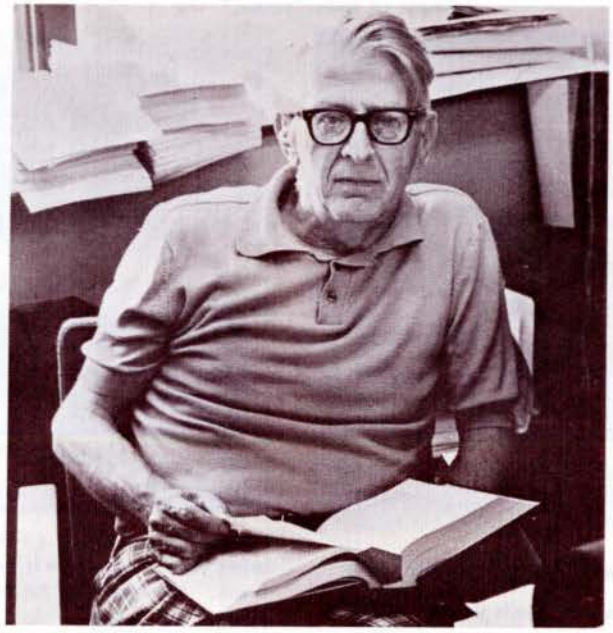
He said he spoke twice to former Interim Dean Hyman Cohen who did not give him an adequate explanation and once to then-incoming Dean Robert Bogomolny who said he would not review the situation "until next year."

Since retiring Sonenfield has maintained some private clients and has helped out some friends. But for the most part he and his wife Ernegene have been working on their "Gray Acre" in Lakewood, an older home near Lake Erie where they moved about a year ago. Once some major work on the home is completed the Sonenfields plan to travel.

The couple shares the home with a long-haired dachshund named Liesl and three of her pups—animals that Sonenfields personal property students may remember as figuring in many of his hypotheticals.

Sonenfield did some research and brief writing for his friends at Weston, Hurd, Fallon, Paisely & Howley in two tort cases and he aided his friend, Robert Bensing, who heads the trust department at Central National Bank, for two months after one of Bensing's counsel suffered a heart attack. He had worked at Central National's trust department for 10 years when he taught part time.

Although Sonenfield admits he misses much of the day-to-day action, he pointed out that the way the Social Security regulations are structured when one earns more than the $4500 per year allowed maximum, he loses $1 for every $2 earned, "a 50% tax on otherwise tax-free Social Security dollars." In addition the earnings are subject to four levels of taxes: city, state and federal income taxes and Social Security tax.



Sam Sonenfield

Sonenfield taught for a total of 26 years—10-1/2 years full time and eight years part time at Western Reserve's law school and nearly eight years at Cleveland-Marshall. At Reserve he taught civil procedure, evidence, an introductory legal history course and municipal corporations including land use zoning. At C-M he is best remembered for property, wills and trusts, remedies and federal estate and gift taxation.

"I tried to make the subject matter interesting to the student so he looked forward to coming to class rather than dreading it. A teacher ought to have enough grasp of the law and other areas such as art, music, literature and history to convey the relationship of law to everyday life. A teacher should have a love of the subject," Sonenfield added.

"I thoroughly enjoyed every subject I taught," he said.

A teacher should love his students and should be patient with them—"sometimes very patient," he added. Although Sonenfield admitted that he expelled students from his classes for various reasons. Among them were Christopher Stanley, now a sole practitioner who refused to remove a painter's hat he always wore in class and County Commissioner Edward Feighan who missed too many freshman property classes while serving in the state legislature in Columbus.

"There's no magic way of teaching," Sonenfield said. He found the casebook method "useful," but reminded the interviewer that he usually asked, "What did you learn from this case?"

Sonenfield said the hardest things to teach were the Rule Against Perpetuities and tax limitations in local government law. He said he felt he was doing "a passable job" when it got back to him that a student understood the Rule to be a concept of certainty of when title will vest—"When will we know who gets the property?"

Some law schools, possibly including Cleveland-Marshall, seem to consider publishing a part of the quantitative evaluation of what a teacher does. But Sonenfield says the mark of a good teacher is merely whether he can teach.

He pointed out that "students of Bill Prosser and (the late) Hershel Yntema (international law specialist) of Michigan knew the difference." Both men, he said, were brilliant writers and theoritician s but were said to be very boring in class.

Sonenfield, who quit smoking (again!) three months ago says he is feeling very well. His eyes, however, continue to worsen. He suffers from cataracts and glaucoma and says he cannot read for more than half an hour at a time.

"I have no regrets," he said of his retirement, "but I do miss the students." He does maintain contact with some recent graduates.

"Please wish all my friends the best," he asked the *Gavel*. When asked what to wish his enemies, Sonenfield's eyes twinkled as he responded, "I have no enemies."

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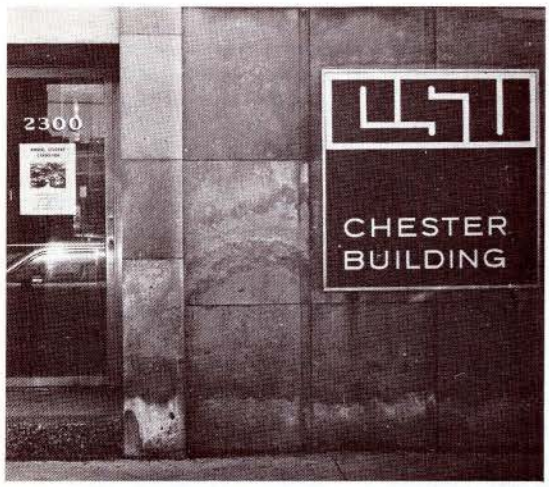
## C-M First in Feb. Bar

C-M lead all Ohio Law Schools with a 97% passing rate for first timers in the Feb. Bar Exam. Overall Dayton and Toledo lead the way with 92% with C-M placing 5th in a 9 school field.

## Woman's Caucus Elections

Co-coordinators for the 1979-80 academic year are Sandra Dray, Amy Goldstein, Lynn Hall, Roberta Reed, Mary Sullivan, Patty Rosenthal and Janet Witbeck.

# Chester Bldg. Revisited



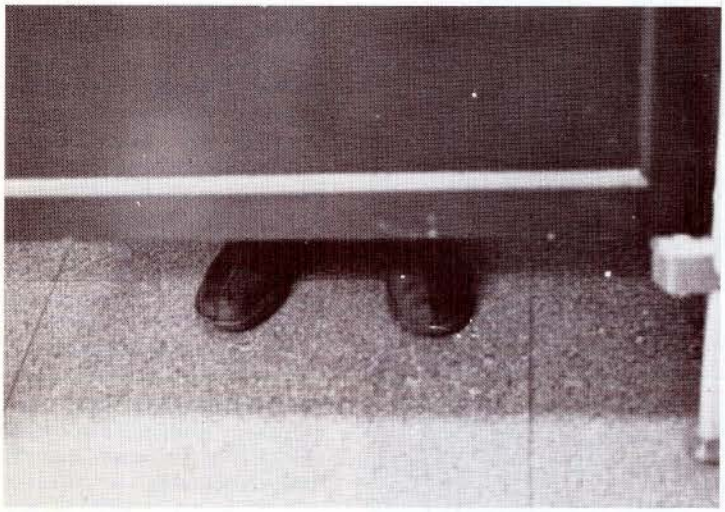

Entrance sans winos. This dismal sign greeted first year students in 1976.

**By Ken Reinhard, Steve LaTourette, David Douglass, Jeff Winton and Lee Kravitz.**

Students entering, law school at Cleveland State didn't always have all the luxuries we have come to take for granted in our new building. The quaint three-story Chester Building was formerly the home of our law school and it remains full of warm memories for this year's graduating class.

The compilers of the following pictorial essay recently revisited the scene of their first year conquests, and found that while time marches on, some things never change. The Chester Building has been taken over by the First College and the Engineering Society but this article is intended to give Gavel readers another glimpse of their "roots."

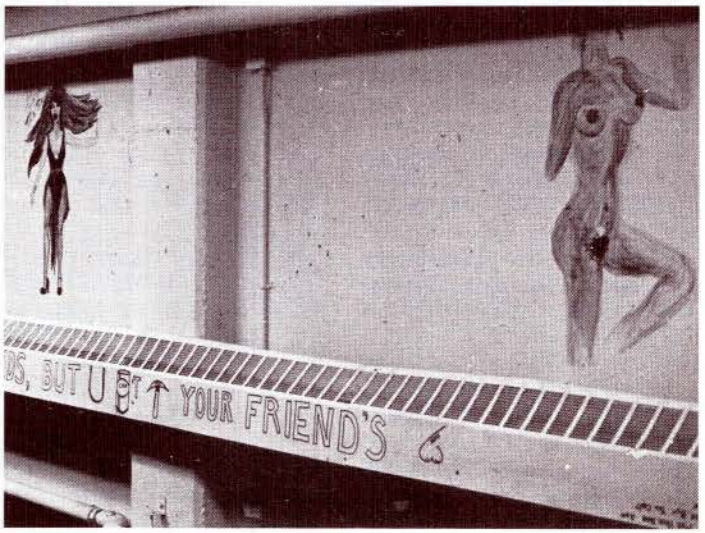
Overhead lighting — first used in Chester Building was considered outmoded when the new Law School was equipped with hundreds of battery- operated mining helmets.



Bathroom in Chester Library. This picture was taken 15 minutes before Prof. Hardly Liable's Torts exam.

To bring levity to his Civil Pro. classes Prof. Jacoby was fond of using such tests as "is it Erie or is it not" and "Why is the case in the book." He was also known to use the microphone cord as a lariat to lasso "ze most important case in the book."

Re-enactment of familiar first year pose following student's failure to adequately distinguish Wagon Mound I and II.




Basement of Library. Where first year law students once prepared for Torts and Contracts classes, has now become haven for skin head graffiti drawn by Engineer's Club.